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ABSTRACT

The Saskatchewan Institute of Applied Science and Technology (SIAST) assesses applications to its Prior Learning and Assessment (PLAR) program. This 1999-2000 report is the second annual account of SIAST assessments of PLAR requests. PLAR Policy identifies the following standards for quality assurance in assessing learning for credit: (1) demonstrated learning; (2) learning that is relevant to the content and learning outcomes of the course or program; (3) learning that is consistent with higher education achievement levels; (4) learning that has practical and theoretical applications; and (5) learning that must be assessed by content specialists. PLAR requests to SIAST are rated as: (1) successful; (2) pending; (3) partial; and (4) unsuccessful. Highlights of the statistics report on requests include: (1) 224 applicants requested prior learning assessment and recognition for 559 courses offered at SIAST; (2) 402 (72%) of the 559 requests were successful, 16 (3%) were unsuccessful, and 141 (25%) were pending--there were no partial recognition requests; (3) 397 (71%) of the course requests were extension activity requests; and (4) the 559 course requests pertained to 96 actual courses offered at SIAST. PLAR has also concentrated on forming partnerships with business and industry to develop techniques and protocol designed to certify employees through PLAR. (NB)

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SIAST
SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Prior Learning Assessment and Recognition (PLAR) Report for 1999-2000

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Prepared by:

SIAST Planning, Research and Development Division
Institutional Research Office

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Saskatchewan Institute Of Applied Science and Technology

Prior Learning Assessment and Recognition (PLAR) Report for 1999-2000

Prepared by SIAST Planning, Research and Development
Institutional Research Office
Report #00-18

Saskatchewan Institute of Applied Science and Technology
Planning, Research and Development Division

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Executive Summary

Prior Learning Assessment and Recognition (PLAR) is a process of recognizing and giving credit for skills, knowledge and competence that have been acquired experientially through *work experience, non-credit courses, industry training, self-study* and *volunteer activities.*

In January 2000, the SIAST Board of Directors approved revisions to Policy 316 - Prior Learning Assessment and Recognition Policy. The revised policy and procedures include academic standards for quality assurance in assessing learning for credit. Changes focused on reducing barriers and opening doors for more PLAR activity to meet provincial training needs. The intent of the revised policy is that all SIAST programs will approve credit for completed course work that has been attained through prior learning.

The data for the 1999-2000 Prior Learning Assessment and Recognition report was obtained from the SIAST BANNER Student Registration and Reporting System. Throughout the report, the 1999-2000 data will be compared with that of 1998-99.

In the academic year 1999-2000:

- 224 applicants requested prior learning assessment and recognition for 559 courses offered at SIAST;
- of the 559 course requests for PLAR, 402 (72%) were successful, 16 (3%) were unsuccessful, 141 (25%) applications were pending. There were no partial recognition requests;
- of the 559 course requests, 39 (7%) originated from Kelsey Campus, 43 (8%) from Palliser Campus, 180 (32%) from Wascana Campus, and 297 (53%) from Woodland Campus;
    - of the 39 course requests from Kelsey Campus, 30 (77%) were successful; 23% pending
    - of the 43 at Palliser Campus, 40 (93%) were successful; 7% pending
    - of the 180 at Wascana Campus, 163 (91%) were successful; 2% pending
    - of the 297 at Woodland Campus, 169 (57%) were successful; 42% pending
- 397 (71%) of the 559 courses were extension activity requests;
- 79 (14%) of the 559 course requests were from the Business and Agriculture Division;
- 261 (47%) of the course requests were from the Community Services Division;
- 69 (12%) of the requests came from the Industrial Training Division;
- 81 (15%) course requests came from the Nursing Division;
- 35 (6%) course requests came from the Science and Health Division;
- 34 (6%) requests came from the Technology Division;
- the 559 course requests pertained to 96 actual courses offered at SIAST.

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1.0 Introduction

The 1999-2000 Prior Learning Assessment and Recognition (PLAR) statistics report is the second annual account of SIAST's assessment of applications to the Institute from those applicants who wish credit towards SIAST courses or programs. The applicants have presented information to identify that they have the knowledge and skills which have been learned through previous education, training and experience and not formalized training.

A major sector plan objective of The Saskatchewan Post Secondary Education and Skills Training Department (PSEST) is the *Mobility of Learners.* To address this objective, SIAST, in the strategic activities for 2001-2006, has identified four activities relating to PLAR. These are:

- participate on and be a leader with the Saskatchewan Labour Force Development PLAR Services Committee
- pursue a provincial curriculum and program model for PLAR
- develop a PLAR Assessor Certificate
- increase capacity for PLAR in at least 10 SIAST programs annually

SIAST has a reputation throughout Canada as a leader in the field of Prior Learning Assessment and Recognition. The SIAST Board of Directors, in January 2000, approved revisions to the Prior Learning Assessment and Recognition Policy. The policy identifies the following standards for quality assurance in assessing learning for credit:

- credit will be awarded only for demonstrated learning from experience not solely on experience
- credit will be awarded only for learning that is relevant to the content and learning outcomes of the course or program
- credit will be awarded for learning that is consistent with the achievement levels required by the post-secondary credential
- credit will be awarded for learning that has both the theory and practical applications, which are appropriate to the subject, course or program
- the assessment of prior learning and the determination of credit awards will be made by content specialists, who are knowledgeable in the prior learning assessment processes required

[Source: Adapted from: Whitaker, Urban (1989). Assessing Learning: Standards, principles and procedures. Philadelphia: CAEL]

The Guide to Prior Learning Assessment at SIAST identifies assessment methods which will measure an individual's learning achievement against course learning outcomes. The assessment may include one or a combination of the following tools:

- *product validation and assessment*
- *challenge exam/final exam*
- *standardized tests*
- *performance evaluations (including role plays, clinical applications, case studies)*
- *interviews and oral exams*
- *equivalency evaluations of learning from non-credit training providers*

- *portfolio or personal documentation files (including life and work experiences and accomplishments*

[Source: "Prior Learning Assessment and Recognition Policy #316" Saskatchewan Institute of Applied Science and Technology. January 2000]

2.0 Prior Learning Assessment and Recognition [PLAR] as a Priority at SIAST

The SIAST Business Plan (2000-2005) identified as a priority that PLAR was to be expanded to include other types of qualification recognition and the revitalization and adaptation of the work-based training model. Activities in PLAR concentrated on partnering with industry to develop protocols and techniques designed to certify employees through PLAR. The PLAR budget was increased and the new funds were used to further develop internal processes associated with PLAR as well as increase the number of programs where credit would be given for learning through PLAR.

[Source: "SIAST Business Plan 2000-2005" Saskatchewan Institute of Applied Science and Technology. April 2000, p63]

A continued priority for SIAST will be to raise the awareness of PLAR within the Saskatchewan public.

3.0 Report of the PLAR Activity at SIAST in 1999-2000

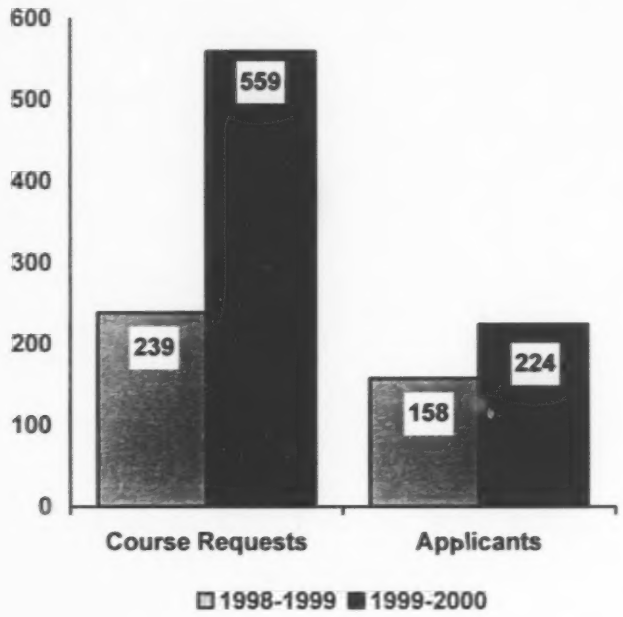
3.1 SIAST-Wide PLAR Activity

Applications for prior learning assessment and recognition are done on a course by course basis. With the revised PLAR policy in January 2000, the clause which had previously stated in the 1996 policy that *"Generally, no more than 50% of the credits required in a program will be awarded for prior learning or credit transfer or a combination of both."* has been removed. Applicants may now be awarded up to 100% credit towards a program from prior learning.

PLAR activities at SIAST increased dramatically in 1999-2000. To highlight the increase, comparisions throughout the report are shown with the data from 1998-1999.

Figure 1 identifies that in 1999-2000, 224 applicants requested prior learning assessment and recognition for 559 courses offered at SIAST. Therefore, a number of the 224 applicants requested PLAR for more than one course. Applications in 1999-2000 for PLAR increased by 42% over 1998-2000. A significant increase of 133% occurred in the number of course requests from 1998-1999.

Figure 1: SIAST PLAR Activity – Course Requests and Applicants

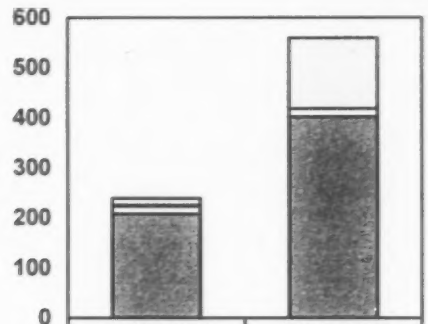


The following definitions are provided for the status of PLAR requests to SIAST:

- *Successful*, PLAR was successfully demonstrated and course credit was granted;
- *Pending*, application has been made for assessment but review has not been completed;
- *Partial*, recognition has been received for a percentage of the outcomes in the course but credit was not awarded for the full course;
- *Unsuccessful*, credit was not granted for the course since prior learning was not demonstrated.

Of the 559 PLAR course requests in 1999-2000, 402 were *successful*, as shown in Figure 2. The records for each year cover the academic year, July 1 – June 30. Therefore, at June 30, 2000, the high figure of 141 of *pending* course requests indicated that the candidate submissions and/or review of these files were not completed within the same academic year, 1999-2000.

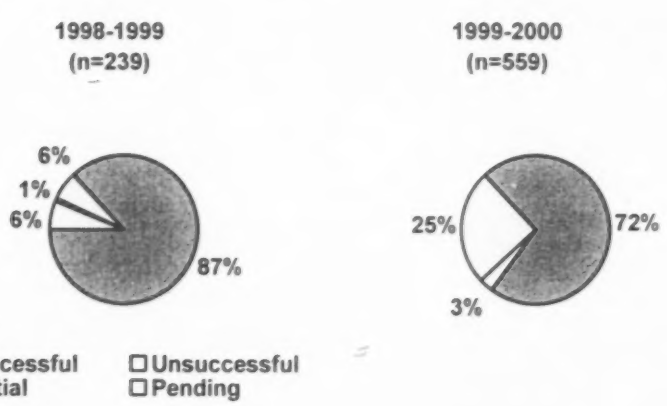
Figure 2: SIAST PLAR Activity – Status of Course Requests



	1998-1999 Total 239	1999-2000 Total 559
Pending	14	141
Partial	2	0
Unsuccessful	15	16
Successful	208	402

Figure 3 identifies that in 1999-2000, the 402 *successful* PLAR requests was 72% of all course requests for PLAR. The number was 15% less than the 87% *successful* requests indicated in 1998-1999. If the review of the 25% of *pending* course requests in 1999-2000 (141) had been completed, the percentage figure of *successful* course requests in this year might have increased. The graphs report that the percentages for *partial and unsuccessful* in both years were small.

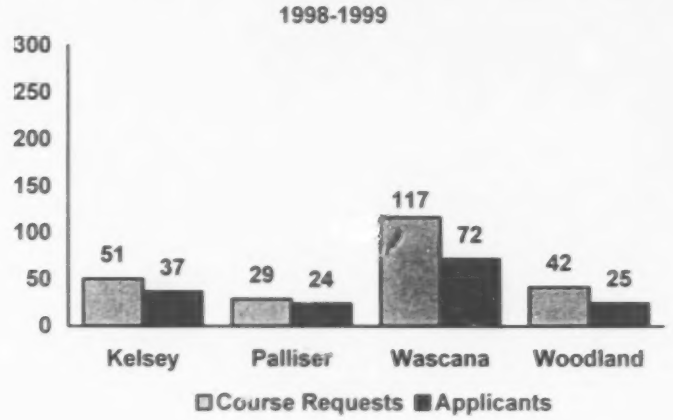
Figure 3: SIAST PLAR Activity – Percentages of Status of Course Requests

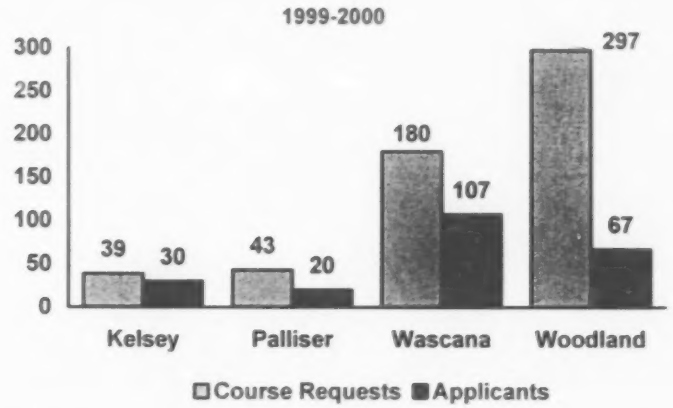


3.2 SIAST PLAR Activity, by Campus

The previous statistics in Figures 1-3 identified the PLAR activity on a SIAST-wide basis. In Figures 4-6, the PLAR is divided according to the activity at each of the four campuses at SIAST. As shown in Figure 4, of the 559 course requests and 224 applications for PLAR recognition, the higher numbers, 297 course requests from 67 applicants originated at Woodland Campus. These figures represented 53% of all course requests from 30% of all applicants. Kelsey Campus recorded 7% for course recognitation from 13% for applicants. The comparison between the figures in 1998-1999 and 1999-2000 indicate a substantial increase in activity at the Wascana and Woodland Campuses.

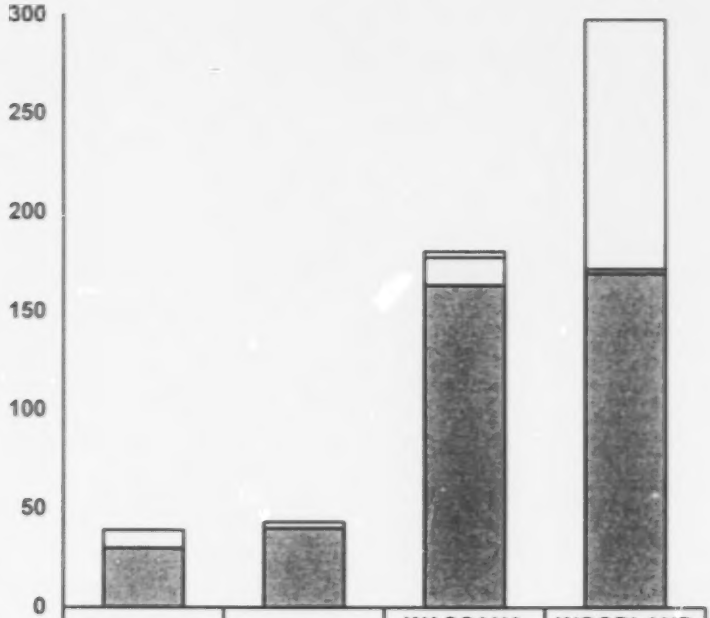
Figure 4: PLAR Activity Campus-wide – Course Requests and Applicants





The data for PLAR course activity in 1999-2000 per campus, as shown in both Figures 5 and 6, is identical. In Figure 5, the data highlights the accumulative effect of prior learning recognition for courses at each campus and reports that the PLAR requests resulted in more successes than not. For instance, of the 39 course requests from Kelsey Campus, 30 were successful. The results were similar at the three other campuses, with Palliser at 40 successfuls of 43 course requests, Wascana at 163 of 180 course requests, and Woodland at 169 of 297 course requests.

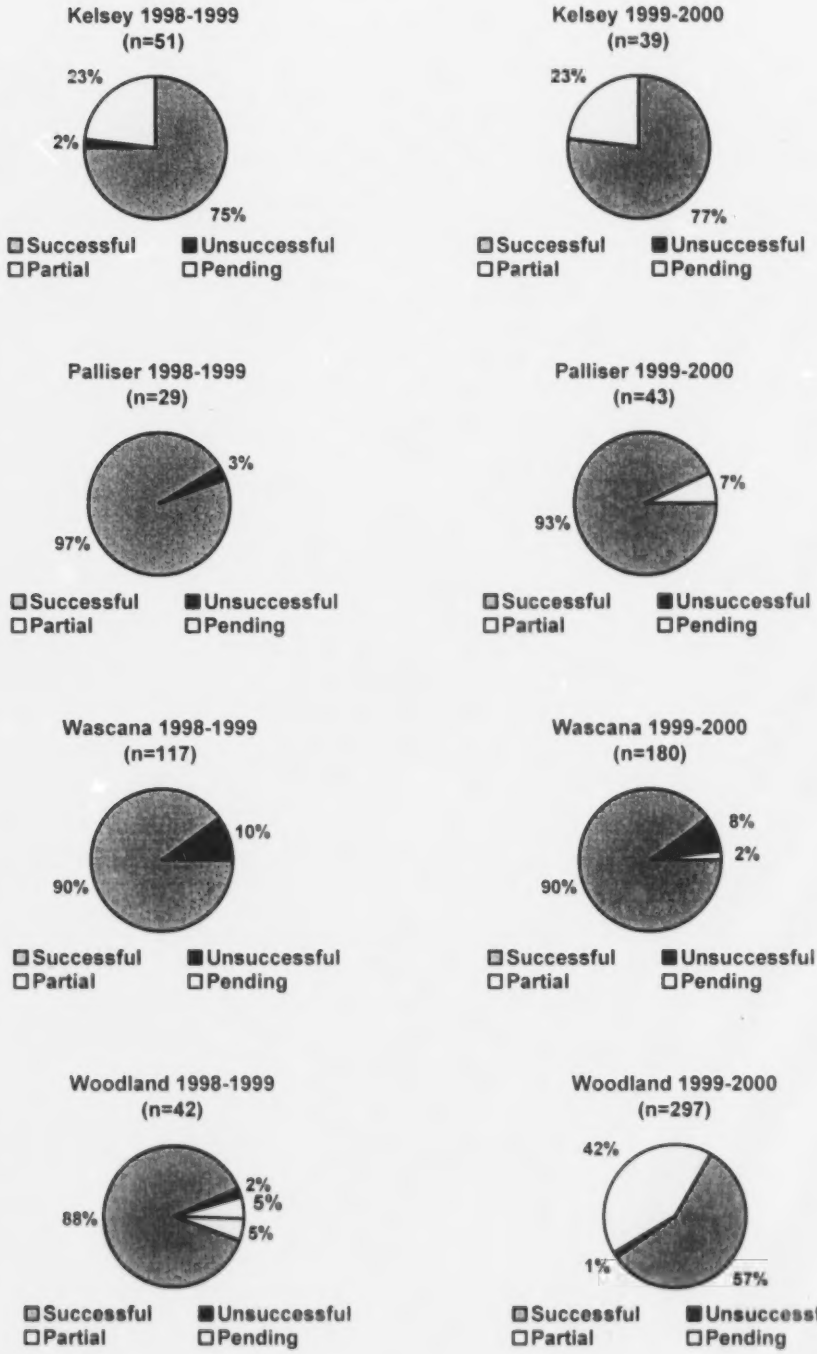
Figure 5: 1999–2000 PLAR Campus Activity – Status of Course Requests



	KELSEY 39	PALLISER 43	WASCANA 180	WOODLAND 297
Pending	9	3	3	126
Partial	0	0	0	0
Unsuccessful	0	0	14	2
Successful	30	40	163	169

Figure 6 outlines the percentage breakdown of the status of requests for course recognition at the four campuses. In 1999-2000, the majority of the course requests identified under *pending* were at Woodland Campus, at 126 of 141 requests (89%).

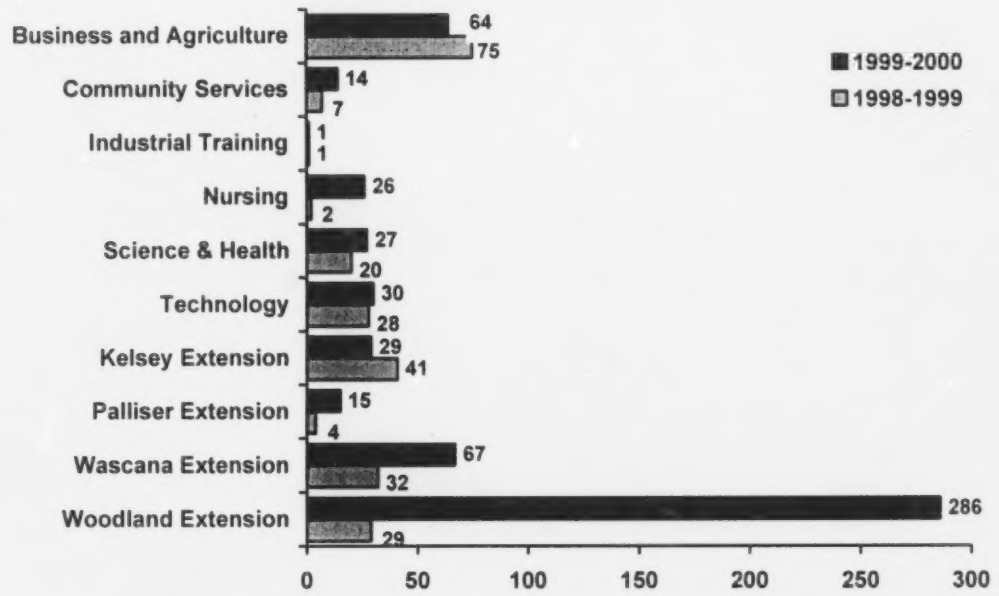
Figure 6: 1998–1999 and 1999-2000 PLAR Campus Activity – Percentages of Course Requests



3.3 SIAST PLAR Activity, by Division and Extension

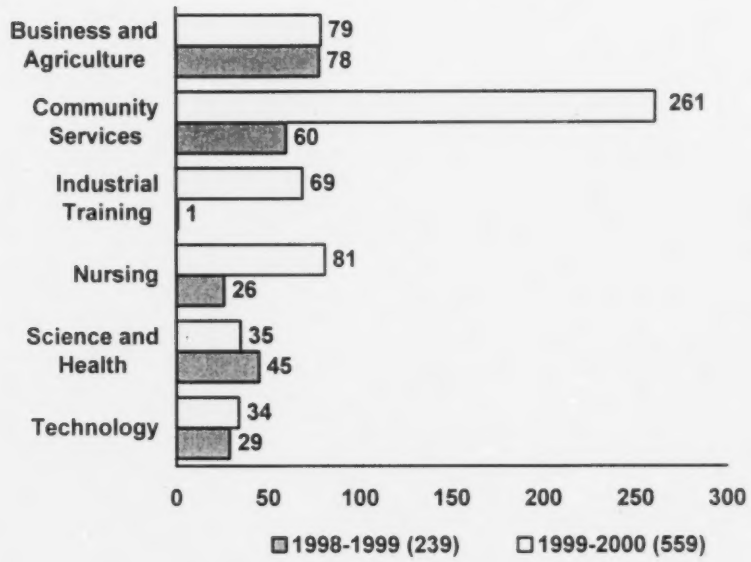
Though the majority of course offerings take place at the four campus locations, SIAST also offers a number of courses through extension. These extension courses are taught at a number of locations throughout Saskatchewan. In Figure 7, the course requests are identified according to both program division or extension delivery for both the 1998-1999 and 1999-2000 academic years. BANNER Student Registration and Reporting System records extension activity by the campus location where the course registration took place rather than within one of the six program divisions. The data records that approximately 71% (397) of all PLAR requests were extension courses. Seventy-two (72%) of the 397 extension course requests originated at Woodland Campus. This is a significant increase from the 27% extension activity in 1998-1999 for the campus.

Figure 7: PLAR Activity - Course Requests by Division or Extension



In Figure 8, the extension course requests in both 1998-1999 and 1999-2000 were reviewed and placed with the appropriate program divisions. In 1999-2000, the PLAR course requests totaled 559. The data included in the chart identifies that the Community Services Division, in 1999-2000, recorded the highest number of course requests for PLA recognition, at 261 of 559, which is 47%. In 1998-1999, the number of course requests in the same division, was 60 of 239, which was 25%.

Figure 8: PLAR Activity - Course Requests by Division



3.4 SIAST PLAR Activity, by Program

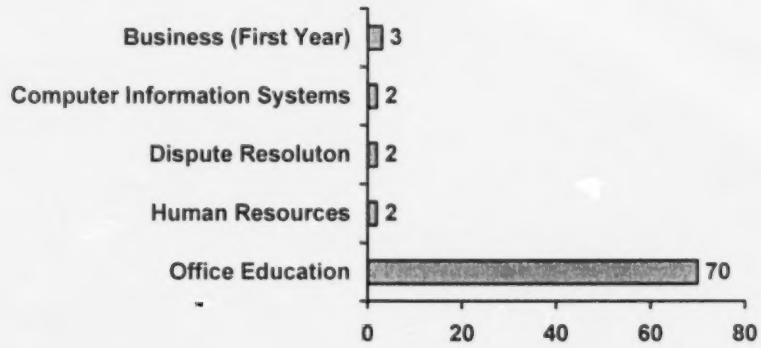
The *Inventory of SIAST Approved Programs*, at July 1, 2000, reports that SIAST offers 192 credit programs, with credentials ranging from 183 *applied certificates* to *post-diploma certificates,* as well as nine *transcript* programs. A program with a variety of credentials is considered as a separate program for each credential. Each program with multi-site offerings (program offered at more than one campus location) is considered one SIAST program. SIAST also offers 27 apprenticeship programs.

Of the 192 SIAST programs, applicants requested PLAR for courses in 32 programs. This amounted to 17% of all SIAST credit programs. Figures 9-14 record the PLAR requests per program within each of the six program divisions. In total, the 559 course requests pertained to 96 courses at SIAST. Overall, the Corrections Worker program, in the Community Services Division, recorded the largest number of requests for PLA recognition, at 209, which amounted to 37% of all course requests.

The standard for employment in the Provincial Correctional Centres is a Provincial Corrections Training Program (PCTP) credential. Workers must be accredited by the end of their probationary period. When PLAR was first introduced as a training option, it was discovered that due to course construction, workers could challenge only parts of courses and be successful, but could not obtain a full credit. Revisions to course design in the program were made to better reflect the requirements of the industry. As a result, PLAR candidates are now able to challenge and obtain full credit in the required PCTP courses. This credit is also recognized within the diploma program, for those who wish to ladder.

Figure 9: 1999-2000 PLAR Activity – Business and Agriculture Division

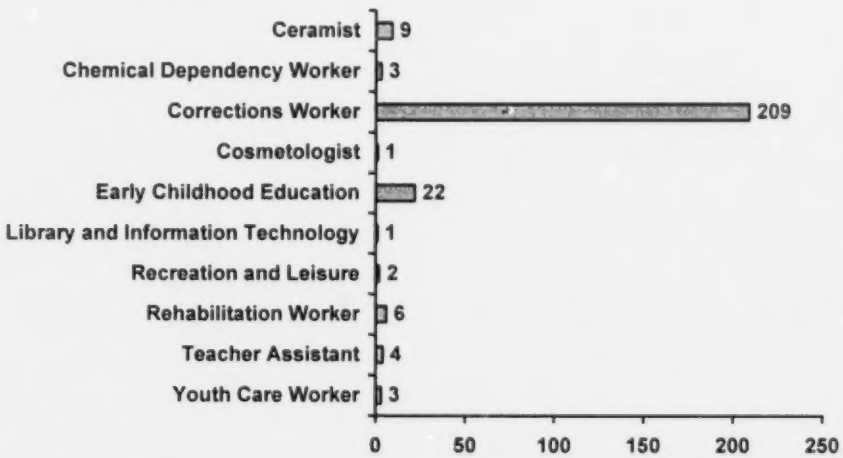
(79 Course Requests)



In 1998-1999, the course requests totaled 78 from six programs - *Business Administration, Business (First Year), Computer Information Systems, Compute System Support, Entrepreneurship & Small Business,* and *Office Education* programs. In both academic years, the Office Education program received a large number of requests for PLAR, at 70 (in 1999-2000) and 69 (in 1998-1999).

Figure 10: 1999-2000 PLAR Activity – Community Services Division

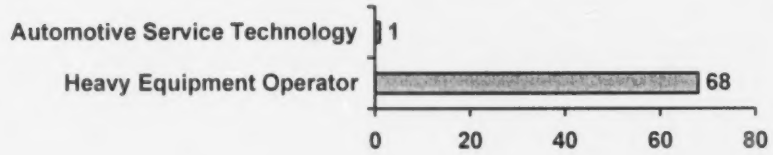
(260 Course Requests)



In 1998-1999, the course requests totaled 60 from eight programs – *Chemical Dependency Worker, Corrections Worker, Early Childhood Education, Hotel and Restaurant Administration, Library and Information Technology, Rehabilitation Worker, Teacher Assistant* and *Youth Care Worker* programs. In both academic years, the Corrections Worker program received the largest number of requests for PLAR, at 209 (in 1999-2000) and 28 in 1998-1999. This is an increase of approximately eight times the number of requests for this particular program which is a direct result of the PCTP Industry Partnership.

Figure 11: 1999-2000 PLAR Activity – Industrial Training Division

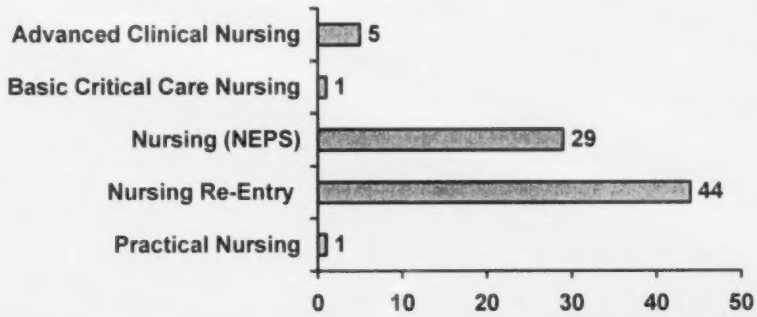
(69 Course Requests)



In 1998-1999, there was one course request for the *Welding* program.

Figure 12: 1999-2000 PLAR Activity – Nursing Division

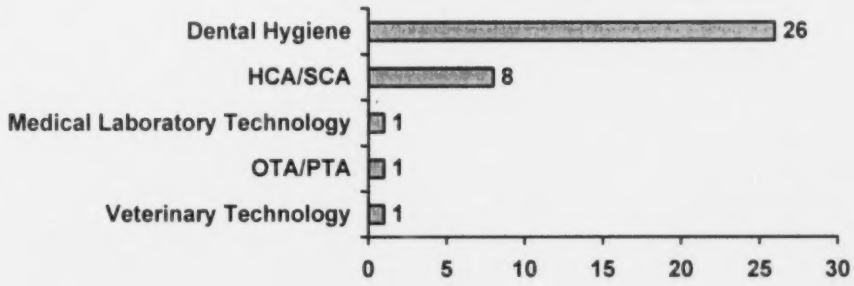
(80 Course Requests)



In 1998-1999, the course requests totaled 26 from four programs – *Basic Critical Care Nursing, Nursing Re-Entry, Practical Nursing* and *Practical Nurse Re-Entry*. In 1999-2000, the five programs included the additional two programs - Nursing Education Program of Saskatchewan (NEPS) and Nursing Re-Entry. These two programs generated a total of 73 of the 80 course requests.

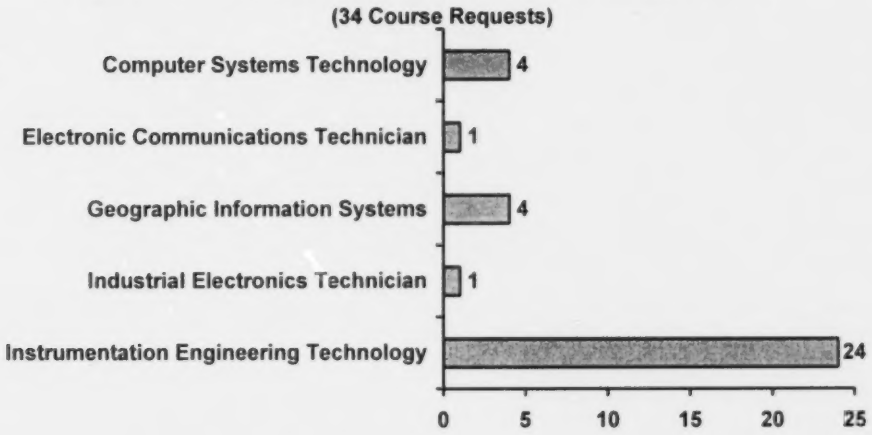
Figure 13: 1999-2000 PLAR Activity – Science and Health Division

(37 Course Requests)



In 1998-1999, the course requests totaled 45 from six programs – *Dental Assistant, Dental Hygiene, Health Information Services Technology, Home Care/Special Care Aide, Medical Radiologic Technology,* and *Occupational Therapist Assistant/Physical Therapist Assistant.* The number of course requests in 1999-2000 decreased slightly from 1998-1999.

Figure 14: 1999-2000 PLAR Activity – Technology Division



In 1998-1999, the course requests totaled 29 from four programs – *Architectural and Building Technologies, Industrial Electronics Technician, Industrial Electronics Technology* and *Instrumentation Engineering Technology.* In both academic years, the Instrumentation Engineering Technology received 24 requests for PLAR.

3.5 SIAST PLAR Activity, by Course and Subject Category

As previously stated, there are 192 programs offered at SIAST, including the nine transcript programs. Table 1 records that the 559 PLAR requests pertained to 96 actual courses at SIAST. The courses are listed according to title and course code. PLAR was requested for 58 new courses from those in 1998-1999. The majority of the courses had requests between one and ten. Four courses, *COMM170, CORR156, MGMT145,* and WORK162 had a total of 131 requests, which amounted to 23% of all requests.

Table 1 : 1999–2000 PLAR Activity, by Course Code

New Course Requests in 1999-2000 are shaded

COURSE CODE	COURSE TITLE	DIVISION	# OF REQUESTS PER COURSE
ADMN 231	Compensation and Benefits	Business & Agriculture	1
ADMN 232	Training and Development	Business & Agriculture	1
ANAT 163	Dental Anatomy	Science & Health	10
ANAT 164	Embryology & Histology	Science & Health	5
ANAT 165	Anatomy & Physiology 1	Science & Health	1
APHY 162	Anatomy & Physiology 1	Science & Health	1
BCOM 120	Business Communications	Business & Agriculture	1
BCOM 121	Business Communications	Business & Agriculture	2
BCOM 122	Business English	Business & Agriculture	2
BCOM 123A	Punctuation	Business & Agriculture	2
BCOM 125	Spelling/Proofreading	Business & Agriculture	2
BUS 240	Business Management	Community Services	1
CERA 241	A Major Sculptural Project	Community Services	1
CERA 250	Ceramic Design Projects	Community Services	1
CERA 252	Hand-Building Skills (Elect)	Community Services	1
CERA 142	Glazes	Community Services	1
CERA 143	Throwing Techniques	Community Services	1
CKEY 185	Word Processing	Business & Agriculture	1
CKEY 121	Keyboarding	Business & Agriculture	2
CKEY 122	Keyboarding	Business & Agriculture	1
CKEY 187	Keyboarding/Word Processing	Business & Agriculture	1
CLIN 226	Basic Critical Care Clinical	Nursing	1
CNET 160	Local Area Networks	Technology	1
COAP 193	Computer Systems/Software	Technology	1
COAP 320	Computer Literacy	Technology	5
COAP 123	Word Processing I	Business & Agriculture	1
COAP 186	Computer Applications	Community Services	1
COMM 170	Communication Skills (Partial)	Community Services	34
COMM 167	Effective Reading and Writing	Science & Health	2
COMM 162	Interpersonal Communications	Business & Agriculture	3
COMP 253	Systems Project	Technology	2
CORR 149	Understand Diversity	Community Services	27
CORR 151	Criminal Justice System (Part)	Community Services	27
CORR 154	Examine Aboriginal Issues	Community Services	29
CORR 155	Community Based Justice (Part)	Community Services	27
CORR 156	Demo. Interpersonal Skills (P)	Community Services	33
DRCP 220	Interest-Based Problem Solving	Business & Agriculture	1
DRCP 221	Understanding Conflict	Business & Agriculture	1
DSGN 140	Two Dimensional Design	Community Services	1
ECD 184	Programming III	Community Services	1
GPS 141	Introduction to NAVSTAR GPS	Technology	1
HEOP 140	Construction Survey Spec.	Industrial Training	16
HEOP 142	Crawler Tractor	Industrial Training	1
HEOP 143	Backhoe	Industrial Training	6
HEOP 144	Motor Grader	Industrial Training	6
HEOP 145	Front End Loader	Industrial Training	5
HEOP 146	Skid Steer Loader	Industrial Training	2

COURSE CODE	COURSE TITLE	DIVISION	# OF REQUESTS PER COURSE
HUMD 180	Human Growth & Development	Science & Health	1
INST 322	Interlocks	Technology	12
INST 421	Distributive Systems	Technology	3
INST 422	Instrument Control	Technology	4
JOBS 190	Job Search	Technology	2
JOBS 143	Participate in work placements	Business & Agriculture	1
MAPS 146	Interpretation & Use of Maps	Technology	1
MATH 100	Applied Mathematics	Industrial Training	1
MGMT 145P	Manage Offender Groups (Part.)	Community Services	32
MKTG 143	Marketing	Community Services	1
MKTG 243	Portfolios and Proposals	Community Services	1
MTER 180	Medical Terminology	Community Services	1
NURS 161	Nursing Arts 1	Nursing	1
NURS 204	Health and Healing Re-Entry	Nursing	1
NURS 208	Nursing Assessment Re-Entry	Nursing	1
NURS 224	Ind. Practice & Wellness	Nursing	3
NURS 225	Health Assessment	Nursing	2
NURS 251	Issues & Trends in Nursing	Nursing	10
NURS 252	Environment & Musculoskeletal	Nursing	3
NURS 253	Drug Therapy	Nursing	3
NURS 254	Health Challenges – Life Span	Nursing	7
NURS 255	Neurological & Psychosocial	Nursing	7
NURS 256	Cardiovascular & Respiratory	Nursing	3
NURS 257	Reproductive & Endocrine	Nursing	5
NURS 258	Urinary & Gastro-Intestinal	Nursing	4
NUTR 160	Nutrition	Science & Health	8
ORTN 383	RW Certificate Orientation II	Community Services	3
ORTN 380	Orientation I	Community Services	4
ORTN 381	Orientation II	Community Services	4
PHAR 160	Drug Therapy 1	Nursing	29
PRAC 244	Practicum I	Community Services	1
PRAC 143	Practicum HEO	Science & Health	16
PRAC 383	RW Certificate Practicum II	Community Services	3
PRAC 138	Practicum	Community Services	3
PRAC 180	Practicum I	Community Services	5
PRAC 181	Practicum II	Community Services	7
PRAC 385	YCW Certificate Practicum II	Community Services	2
REC 294	Feasibility Studies II	Community Services	1
RPRT 143	Intro to Tech Report Writing	Technology	2
SFTY 142	Safe Working Practices	Community Services	1
SPCR 180	Safe Environment	Science & Health	2
SPCR 182	Personal Care	Science & Health	4
SPCR 183	Personal Competence	Science & Health	1
SUPP 152	Heavy Equipment Operator	Industrial Training	16
TMGT 180	Communications I	Technology	2
WORK 161	Model Office	Business & Agriculture	24
WORK 162	Work Training	Business & Agriculture	32
WORK 188	Practicum II	Community Services	4
YCW 285	Conflict Resolution Strategies	Community Services	1
96 Courses			**559 Requests**

In Figure 15, the courses are categorized according to the relationship with other courses in the same field. The eight categories are: Business *and Office; Communications; Computers; Fine Arts; Health; Industrial, Practicum and Work Placement;* and *Social.* An example of the content in the *Health* related category is the inclusion of all nursing, dental, human growth and development, and nutrition course requests. The Figure identifies the categories and the number of courses related to each category. Figure 16 identifies the # of course requests, by subject category. Data for the 1998-1999 and 1999-2000 academic years are included in both charts.

Figure 15: PLAR Activity, # of Courses, by Subject Category

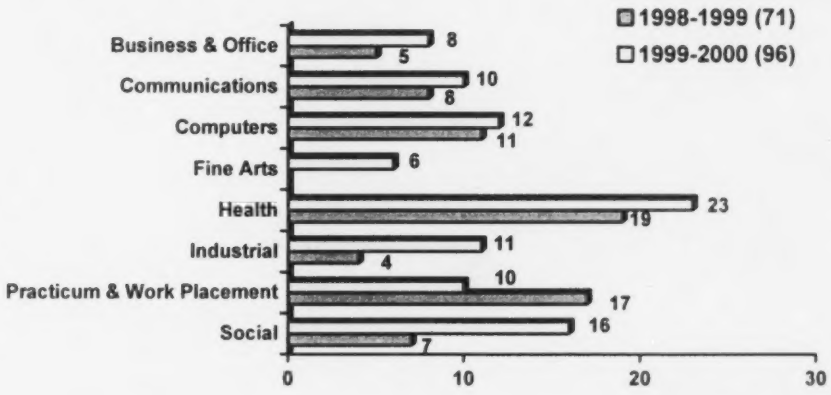
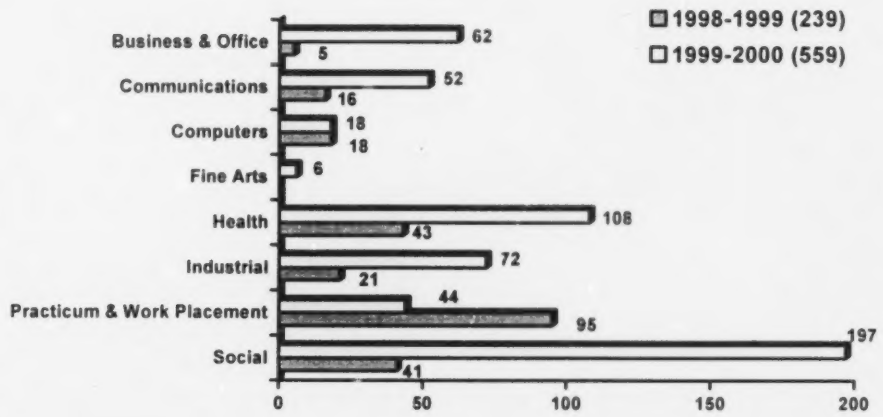


Figure 16: PLAR Activity, # of Course Requests, by Subject Category



4.0 Conclusion

Much has been achieved since the PLAR was formally introduced at SIAST in 1996 - a SIAST PLAR coordinator has been appointed; training partnerships with industry have been established; and access and support for PLAR candidates has been improved. Also, revisions to the PLAR Policy and Procedures have been completed which are aimed at reducing barriers to meet provincial training needs. A major accomplishment includes the consistency and uniformity of PLAR implementation procedures across SIAST with a focus on curriculum design and assessment methods.

It is evident from the scope of PLAR participation throughout SIAST that the Institute is committed to recognizing learning gained in non-formal ways.

Appendix A

Data from BANNER Student Registration and Reporting System

Campus	Division	Applicants	Courses	Successful	Unsuccessful	Partial	Pending
Kelsey	Extension	22	29	26	0	0	3
	Community Services	3	3	1	0	0	2
	Science & Health	1	1	1	0	0	0
	Industrial	1	1	1	0	0	0
	Technology	3	5	1	0	0	4
	Total	**30**	**39**	**30**	**0**	**0**	**9**
Palliser	Extension	7	15	12	0	0	3
	Business & Agriculture	3	4	4	0	0	0
	Technology	10	24	24	0	0	0
	Total	20	43	40	0	0	3
Wascana	Extension	33	67	57	9	0	1
	Business & Agriculture	33	59	57	0	0	2
	Community Services	1	1	1	0	0	0
	Nursing	26	26	26	0	0	0
	Sciences & Health	13	26	21	5	0	0
	Technology	1	1	1	0	0	0
	Total	**107**	**180**	**163**	**14**	**0**	**3**
Woodland	Extension	61	286	159	1	0	126
	Business & Agriculture	1	1	1	0	0	0
	Community Services	5	10	9	1	0	0
	Total	**67**	**297**	**169**	**2**	**0**	**126**
SIAST	**Total**	**224**	**559**	**402**	**16**	**0**	**141**

Courses Data

Division	
	559
Business & Agriculture	64
Community Services	14
Industrial Training	1
Nursing	26
Science & Health	27
Technology	30
Kelsey Extension	29
Palliser Extension	15
Wascana Extension	67
Woodland Extension	286

Campus	
	559
Kelsey	39
Palliser	43
Wascana	180
Woodland	297

COURSES

ADMN 231	1	CLIN 226	1	HEOP 142	1
ADMN 232	1	CNET 160	1	HEOP 143	6
ANAT 163	10	COAP 193	1	HEOP 144	6
ANAT 164	5	COAP 320	5	HEOP 145	5
ANAT 165	1	COAP 123	1	HEOP 146	2
APHY 162	1	COAP 186	1	HUMD 180	1
BCOM 120	1	COMM 170	34	INST 322	12
BCOM 121	2	COMM 167	2	INST 421	3
BCOM 122	2	COMM 162	3	INST 422	4
BCOM 123A	2	COMP 253	2	JOBS 190	2
BCOM 125	2	CORR 149	27	JOBS 143	1
BUS 240	1	CORR 151	27	MAPS 146	1
CERA 241	1	CORR 154	29	MATH 100	1
CERA 250	1	CORR 155	27	MGMT 145P	32
CERA 252	1	CORR 156	33	MKTG 143	1
CERA 142	1	DRCP 220	1	MKTG 243	1
CERA 143	1	DRCP 221	1	MTER 180	1
CKEY 185	1	DSGN 140	1	NURS 161	1
CKEY 121	2	ECD 184	1	NURS 204	1
CKEY 122	1	GPS 141	1	NURS 208	1
CKEY 187	1	HEOP 140	16	NURS 224	3
NURS 225	2	ORTN 383	3	PRAC 385	2
NURS 251	10	ORTN 380	4	REC 294	1
NURS 252	3	ORTN 381	4	RPRT 143	2
NURS 253	3	PHAR 160	29	SFTY 142	1
NURS 254	7	PRAC 244	1	SPCR 180	2
NURS 255	7	PRAC 143	16	SPCR 182	4
NURS 256	3	PRAC 383	3	SPCR 183	1
NURS 257	5	PRAC 138	3	SUPP 152	16
NURS 258	4	PRAC 180	5	TMGT 180	2
NUTR 160	8	PRAC 181	7	WORK 161	24
WORK 162	32	WORK 188	4	YCW 285	1

PROGRAM

Advanced Clinical Nursing	5
Automotive Service Technology	1
Basic Critical Care Nursing	1
Business (First Year)	3
Ceramist	9
Chemical Dependency Worker	3
Computer Information Systems	2
Computer Systems Technology	4
Corrections Worker	209
Cosmetologist	2
Dental Hygiene	26
Dispute Resolution	1
Early Childhood Education	22
Electronic Communications Technician	1
Geographic Information Systems	4
Heavy Equipment Operator	68
Home Care/Special Care Aide	8
Human Resources	2
Industrial Electronic Technician	1
Instrumentation Electronic Technician	24
Library and Information Technology	1
Medical Laboratory Technology	1
Nursing (NEPS)	29
Nursing Re-Entry	44
Office Education	70
OTA/PTA	1
Practical Nursing	1
Recreation and Leisure	2
Rehabilitation Worker	6
Teacher Assistant	4
Veterinary Technology	1
Youth Care Worker	3